DOCUMENT RESUME

ED 214 320 EC 141 527

TITLE	Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children, 1981.
INSTITUTION	ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY	National Inst. of Education (ED), Washington, D.C.
PUB DATE	81
NOTE	34p.
AVAILABLE FROM	The Council for Exceptional Children, Publication Sales Dept., 1920 Association Dr., Reston, VA 22091 ($4.95 nonmember; $4.21 member).
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrator Role; Careers; Child Advocacy; *Civil Rights; *Disabilities; Drug Therapy; Due Process; Elementary Secondary Education; *Gifted; Individualized Education Programs; *Intervention; Parent Role; *Parents; Visual Learning

ABSTRACT

Fifteen fact sheets--two page overviews of issues in special education developed by the ERIC Clearinghouse on Handicapped and Gifted Children in 1981--are presented. The fact sheets address topics in a question and answer format and provide references as well as resources on each subject. The following titles are included, "The Administrator's Role in the Education of Gifted and Talented Children"; "The Cost Effectiveness of Special Education"; "Advocacy and Self Advocacy for Disabled Persons"; "Learning Related Visual Problems"; "Serving the LD Student in a Vocational Education Classroom"; "Careers in Special Education"; "The Argument for Early Intervention"; "The Arts and the Handicapped Child"; "Rights of the Handicapped"; "Educational Rights of American Indian and Alaska Native Handicapped Children"; "Procedural Safeguards"; "Individualized Education Program"; "Children on Medication"; "Parents' Rights and Responsibilities"; and "Parents of Handicapped Children." (CL)

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FACT SHEETS FROM THE ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN

1981

EC 14 1527

ERIC Clearinghouse on Handicapped
and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

To meet the increasing demand for information on current high interest topics and trends, the ERIC Clearinghouse on Handicapped and Gifted Children develops an annual series of fact sheets as one of its user services products. The fact sheets are designed to present basic information on specific subjects following a question/answer format.

The fifteen fact sheets in this series were produced during the FY 81 contract year. They have been compiled in a single document for convenient entry into ERIC. Five of the titles (those marked on the Table of Contents with an asterisk -- *) are new titles; the remaining 10 are revisions.

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Educational Rights of American Indian and Alaska Native Handicapped Children

Procedural Safeguards

Individualized Education Program

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Parents' Rights and Responsibilities

Parents of Handicapped Children

THE ADMINISTRATOR'S ROLE IN THE EDUCATION OF GIFTED AND TALENTED CHILDREN

Why should local district administrators be concerned with the education of gifted and talented children?

Special education programs for the gifted and talented are an essential part of any school program that recognizes and respects individual differences among its pupils. Although the teacher plays a vital role in identifying and providing appropriate instruction for the gifted child in the classroom, the administrator serves as the motivator of people (staff, community, students, parents) and the promoter of a practical, flexible, and meaningful program.

How can the administrator accomplish these tasks?

The administrator can provide opportunities for ongoing staff training on such topics as curriculum development and new trends in teaching the gifted student, and establish a mechanism to monitor and evaluate the appropriateness and effectiveness of the program so that modifications can be made as needed.

Where does the administrator begin when developing an education program for gifted and talented children?

An effective plan of action begins with identifying the need for and purposes of special programs and services for the gifted and talented. The following sequential stages should be considered:

- Exploratory stage
- Initiatory stage
- Goals and objectives stage
- Program planning stage
- Personnel development stage
- Evaluation and budget stage

Should the administrator be concerned with state and local policies addressing the gifted and talented?

The school district and building administrator intent on establishing and maintaining a program for gifted and talented students must be aware not only of current federal, state, and local policy affecting these children, but of previously established policies as well. Because this country's involvement in the education of the gifted and talented has been more passive than in other areas of exceptional child education, it is easy to overlook past activities. However, administrators who ignore this past will undoubtedly repeat it, thus running the risk of establishing programs that are doomed to failure.

Should the administrator become involved in needs assessment?

While the components of a needs assessment are varied and the actual surveying tasks may be undertaken by various personnel, the administrator should be involved in the formulation of the needs assessment instrument and in the analysis of data collected. Needs assessment data may be used to set priorities, effect compromise, and develop a budget based on available funds, as well as to propose additional monies based on need. These data may also be used as a rationale for program development.

How does differentiation of instruction affect administrative responsibilities in the area of the gifted and talented?

The use of differentiated instructional techniques is a major component of effective educational programs for gifted and talented students. For the most effective use of differentiation, administrators should assess their individual districts and develop an accurate profile of the gifted and talented school age population. Needs assessments undertaken to determine instructional priorities should then be analyzed and divided into component parts. Each component may then be matched with the type(s) of differentiated instructional approaches considered appropriate to meet the educational needs of identified children. Within this context, differentiation may be viewed not only as a teaching strategy, but as an administrative technique that will facilitate education.

Should the administrator be involved in the screening and identification process?

It is generally agreed that identification of gifted and talented students should occur as early as possible in their school career, and that it should be continuous, make use of mul-

tiple criteria, and involve a variety of professionals. The administrator should assure that personnel with expertise in specific areas of program function are involved in the screening and identification process, the development of instruments, and the implementation of the program.

Should separate programs be designed for gifted and talented children who are also culturally different and/or handicapped?

Many of the factors to be considered when planning programs for the culturally diverse gifted are the same as those for other gifted children. The degree of attention that must be paid to some of these factors, however, may differ. For example, program planners should always consider the characteristics and needs of the individual. Attention to needs that are not being met or cannot be met in the regular classroom is also very important. Although there is still much to be learned about how to educate children who have exceptional ability in some areas and exceptional deficits in others, there is a sufficient knowledge base to support development and implementation of programs for gifted handicapped students. As in any effort to bring about institutional change, people who will be affected by the change, such as professional personnel and parents, should be consulted at every level of program development—screening, identification, and educational planning and instruction.

Should the administrator strive to work with parents when establishing a program for gifted and talented children?

Although fostering positive working relationships requires time and effort by both parents and administrators, an effective program of parent involvement is one in which parents are regarded as an essential element of the educational service delivery system. Optimally, parent involvement should be an established policy of the school district. The administrator should keep in mind that parents can provide valuable information about their gifted child that can be used in educational programming. Also, parents who are involved in their child's education program are its best advocates.

How does program evaluation affect the administrator's responsibilities and decisions?

Program evaluation provides information useful in making decisions about the future of gifted programs at local, state, and national levels. In evaluating programs, the administrator should be concerned, first of all, that the program show merit to its participants as well as its observers, and, second, that a defensible procedure be followed for setting up the evaluation design and gathering needed data. In terms of making decisions about gifted programs, most administrators are interested in addressing two major questions:

1. How effective are the processes by which the program was set up in terms of continuing the same program design for another year?
2. What has been the benefit of the program to individual students and to the student population as a whole?

What should the administrator be concerned with in establishing a budget for a program for the gifted and talented?

Two basic considerations should be addressed. First, the budget should be viewed as an equal partner with the instructional components of the program. Second, budget considerations should be examined in light of the implications for the total budget of the school district. School boards, with administrative assistance, set priorities for educational expenditures, and one poorly constructed budget item could well mean the defeat of the total budget.

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The material in this fact sheet is based on *An Administrator's Handbook on Designing Programs for the Gifted and Talented*, June B. Jordan and John A. Grossi, Editors.

Prepared by John A. Grossi, Program Specialist—
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ERIC A Product of the ERIC Clearinghouse on Handicapped and Gifted Children
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1981

THE COST EFFECTIVENESS OF SPECIAL EDUCATION

In the context of fiscal and programmatic accountability, the issue of cost effectiveness in relation to educational services for the handicapped has become a critical one. Special educators and other advocates seeking to retain, expand, and improve services to handicapped children are increasingly called upon to justify the outcomes of educational programs and to cite facts and figures supporting their effectiveness. Closer Look (1980) commented:

> It may seem like a paradox, but to save money it's often necessary to spend it. This is particularly true when it comes to education and training programs for people with disabilities. The combined savings resulting from taxes recovered from earnings, income maintenance reductions, and institutional avoidance indicate that education is a solid investment. The cost of dependency in most cases far outweighs the cost for developing independence. (p. 5)

Despite clear evidence to support this position, the federal government in 1975 spent approximately $111 billion (nearly the total budget of the U.S. Department of Health, Education and Welfare) on dependency-oriented programs (i.e., income-maintenance, medical, and other maintenance programs), while spending only $3 billion on independence-oriented programs (i.e., education/rehabilitation direct service programs) (Bowe, 1980).

The following studies are illustrative of the long-term cost effectiveness of special education services. They point overwhelmingly to the fact that the earlier intervention takes place, the greater the cost effectiveness in terms of human productivity and community savings.

- Recently, the cost of providing special education intervention at various age levels was calculated (Wood, 1980). The total cost per child to age 18 for four entry ages was as follows:

  (a) intervention at birth—$37,273;
  (b) intervention at age two—$37,600;
  (c) intervention at age six—$46,816;
  (d) intervention at age six with no eventual movement to regular education—$53,340.

  Thus, the cumulative cost is actually less the earlier the intervention begins.

- Longitudinal data on children who had participated in the Perry Preschool Project (Schweinhart & Weikart, 1980) showed that they had made significant gains by age 15. These children were more committed to schooling and were doing better in school than children who did not attend preschool. They scored higher on reading, arithmetic, and language achievement tests at all grade levels; had a 50% reduction in the need for special education services through the end of high school; and showed less antisocial or delinquent behavior outside the school setting. This study found that when schools invest about $3,000 for one year of preschool education for a child, they immediately begin to recover their investment through savings in special education services. Benefits included $668 from the mother's released time while the child attended preschool; $3,353 saved by the public schools because children with preschool education had fewer years in special education and were retained for fewer years in grades; and $10,798 in projected lifetime earnings for the child.

- In another recent study (Fredericks, Anderson, Baldwin, Grove, Moore, & Beaird, 1978), 65% of the variance in gains made by two groups of severely handicapped students was attributed to the number of minutes of classroom instruction provided each day.

- A recent review of statistics conducted by Rehabilitation International (1981) in cooperation with the United Nations pointed out that "the lifetime earnings of mildly retarded adults is many times the cost of their education—almost 6:1, adjusted for the percentage employed. Educational services can therefore be justified on the basis of earnings alone."

- Braddock (1976), using the concept of educational payback, calculated that income taxes alone generated from gainful employment of a visually impaired person could produce savings for the community of $16,304. If savings from the lack of disability income maintenance were added to this figure, total savings would be $61,144 for each visually handicapped person. Long-term savings for speech impaired persons totaled $87,076, and for mildly retarded persons, $441,289.

- A U.S. General Accounting Office report cited in Closer Look (1980) estimated that with vocational training, 75% of physically disabled students and 90% of mentally retarded students are capable, *at minimum*, of working in a sheltered workshop environment.

Menolascino (1978) pointed out the increasing international trend toward close monitoring of service delivery and discrete cost/service benefit studies as an integral part of all budgetary considerations in programs for the handicapped. "This cost/service benefit approach will. . . cause a renewed focus on the conservation and maximization of human resources as worthy of our societal and professional time, effort, and financial resources. . . .The goals [are those] of creating responsive and accepting communities that support the growth of handicapped individuals." (p. 173)

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1981

ADVOCACY AND SELF ADVOCACY FOR DISABLED PERSONS

What is meant by advocacy?

Child or citizen advocacy is a relatively new approach to helping persons with disabilities or persons in potentially harmful situations. It means acting on their behalf, or in their support. It definitely does not mean charity. The goal of advocacy should be to help people act on their own behalf to the extent that they are able.

Who can be an advocate?

Anyone with an interest and a commitment—a friend, a parent, a teacher—can serve as an advocate. Advocates need not be formally appointed, although they sometimes are.

Are there different kinds of advocacy?

Basically, advocacy can be divided into individual and class advocacy. Individual advocacy involves a one-on-one situation, while class advocacy focuses on larger issues of policy. Frequently, both individual and class advocacy are needed to be effective.

What are some types of individual advocacy activities?

Individuals can become advocates in many situations, including tutoring a disabled child according to the teacher's guidelines; helping a disabled person find accessible restaurants, theatres, and stores in the community; working on independence in using buses or subways; and spending time with a group home resident.

What kind of class advocacy efforts are there?

Class advocacy approaches might center on monitoring aspects of a school's compliance with The Education for All Handicapped Children Act and attending school board meetings where policy is determined; publicizing the access needs of the disabled in the community and compiling a list of accessible facilities; advocating accessible buses, subway cars, and stops; and testifying at a zoning hearing in support of group homes in the community.

What are some guiding principles for advocates?

- Gear your efforts toward helping disabled people become more self reliant and free from dependence on charity.
- Try to understand the disabled person's feelings and experiences based on his or her own words and accounts.
- Do not pity the person, but feel free to express anger about dehumanizing conditions and attitudes.
- Be assertive.
- Expect and be able to withstand criticism and resistance.

What types of knowledge should advocates have?

They should:

- be familiar with existing federal and state laws and their implications for the disabled;
- learn the political strategies of advocacy such as demonstrations, letter writing, negotiations, legal actions, and boycotts;
- be aware of local and national support groups that offer advocacy training or assistance.

What characteristics are important for effective advocacy?

- a strong commitment to the individual(s) in need of advocacy;
- a variety of skills, including assertiveness and the ability to solve problems and facilitate communication;
- legitimacy, i.e., the approval of the client, the right to speak for that person's interests.

What is self advocacy?

Self advocacy stresses the need for the individual to safeguard his or her own rights. Consumer organizations, such as the American Coalition of Citizens with Disabilities and People First International, are in the forefront of the movement. Advantages of self help groups are numerous. Costs are minimal, usually coming from donations

rather than grants or fees. Such groups frequently fill gaps in community services to disabled persons. Most importantly, they meet the basic need for people to gain support from others like themselves.

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Wilcox, S. *It's my life: Individualized service planning* (lists training activities for showing mentally retarded persons how to be active in the development of their own Individualized Service Plan or Individualized Program Plan); and *Together we can* (contains group training activities for mentally retarded people on decision making, grocery shopping, job hunting, and obtaining legal and medical services). Each document is 84 pages and costs $5 (prepaid) from New Careers Training Laboratory, CUNY Graduate Center, Room 1222, 33 West 42nd St., New York NY 10036.

ORGANIZATIONS

American Coalition of Citizens with Disabilities
1346 Connecticut Ave., N.W.
Washington DC 20036
Provides information and referral services in rehabilitation, employment, education, housing, transportation, civil rights, and mainstreaming.

Children's Defense Fund
1520 New Hampshire Ave., N.W.
Washington DC 20036
Publishes *It's Time to Stand Up for Your Children* ($1.50 plus 10% handling, prepaid) and *Where Do You Look? Whom Do You Ask? How Do You Know? Information Resources for Child Advocates* ($5 plus 10% handling, prepaid).

Coordinating Council for Handicapped Children
407 S. Dearborn, Rm. 680
Chicago IL 60605
Publishes handbook, *How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies.*

People First International
P.O. Box 12642
Salem OR 97304
Acts as a self advocacy group for mentally retarded persons.

Protection and Advocacy System for
Developmental Disabilities, Inc.
175 Fifth Avenue, Suite 500
New York NY 10010
Recruits, organizes, and trains individuals in group advocacy techniques.

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1981

LEARNING RELATED VISUAL PROBLEMS

What is vision?

Vision is a cognitive act which enables us to look at an object and not only identify it, but to determine where it is, its size, its distance from the observer, its rate of movement, its texture, and everything else that can be determined by visual inspection. Eyesight which involves the sensory ability of the eye to distinguish small details is only one component of vision.

It has been estimated that 75 to 90% of all of classroom learning comes to the student via the visual pathways. If there is any interference with these pathways, the student will probably experience difficulty with learning tasks.

What visual skills are needed for school achievement?

Eye Movement Skills (Ocular Motility). To obtain the greatest amount of information in the shortest time and with the least effort, the eyes must be able to scan with speed and control. If eye movements are slow, clumsy, or uncoordinated—e.g. if the eyes jump, miss, 'stutter' or lose their place on instructional materials—the amount of information obtained will be reduced.

Eye Teaming Skills (Binocularity). The human visual system is designed so that the paired eyes and all of their reciprocating muscles work as a team. All judgments of spatial orientation, relationships, depth perception and, more important, the immediacy and accuracy of clear, single vision for almost every object or symbol, depends on the paired action of the eyes.

Eye-Hand Coordination Skills. This ability and any proficiency a child may attain in this area is dependent upon the use, practice, and integration of the eyes and the hands as paired learning tools. Out of this practice emerges the ability to make visual discriminations of size, shape, texture, and location of objects. This skill is developmentally essential and preparatory to both reading and writing.

Visual Form Perception (Visual Comparison, Visual Imagery, Visualization). The child's first symbols are images and pictures which allow him to mentally hold fleeting reality. This skill of visual imagery allows the child to relate primary experiences to the pictures and words seen on the printed page. Skillful action in the previous three areas provides perceptual information that permits the translation of object size, shape, texture, location, distance, and solidarity into understood pictures and words. Visual form perception is a derived skill, not a separate and independent ability. Its ultimate purpose is the immediate and accurate discrimination of visible likenesses and differences, so comprehension can be immediately followed by appropriate actions.

How are visual problems evaluated?

A comprehensive analysis of a person's visual functioning should include an eye health evaluation, measurement of visual acuity and refractive status (nearsightedness, farsightedness, and astigmatism). Of equal importance, the analysis must determine how both eyes work together as a team, how the eyes aim and focus together, and how well clear, single vision can be sustained, especially at a near-point reading task. With the underlying philosophy that vision is a process involving an input, a computing, an output, and then a feedback mechanism, the goal of the analysis should be to determine whether the visual system is effectively processing information. As vision is used to guide, steer, and appraise what we do in our everyday life, the analysis should be done under natural conditions, without the use of any cyclopelegic (paralyzing) eye drops.

How are visual problems treated?

Optometric treatment for a vision dysfunction may include the use of lenses, prisms, visual training programs, and developmental vision guidance. In addition, specific recommendations may also be made concerning general health and nutrition.

What are the clues to look for when a visual problem is suspected?

The following clues to classroom visual problems were compiled by the Optometric Extension Program Foundation, Inc. Children observed to exhibit these signs should be referred for a developmental vision evaluation.

1. *Appearance of Eyes*
   - One eye turns in or out at any time.
   - Reddened eyes or lids.
   - Eyes tear excessively.
   - Encrusted eyelids.
   - Frequent sties on lids.

2. *Complaints When Using Eyes at Desk*
   - Headaches in forehead or temples.
   - Burning or itching after reading or desk work.
   - Nausea or dizziness.
   - Print blurs after reading a short time.

3. *Behavioral Signs of Visual Problems*

   A. Eye Movement Abilities (Ocular Motility)
   - Head turns as reads across page.
   - Loses place often during reading.
   - Needs finger or marker to keep place.
   - Displays short attention span in reading or copying.
   - Too frequently omits words.
   - Repeatedly omits "small" words.
   - Writes up or down hill on paper.
   - Rereads or skips lines unknowingly.
   - Orients drawings poorly on page.

   B. Eye Teaming Abilities (Binocularity)
   - Complains of seeing double (diplopia).
   - Repeats letters within words.
   - Omits letters, numbers, or phrases.
   - Misaligns digits in number columns.
   - Squints, closes, or covers one eye.
   - Tilts head extremely while working at desk.
   - Consistently shows gross postural deviations at desk activities.

   C. Eye-Hand Coordination Abilities
   - Must feel things to assist in any interpretation required.
   - Eyes not used to "steer" hand movements (extreme lack of orientation, placement of words, or drawings on page).
   - Writes crookedly, poorly spaced: cannot stay on ruled lines.
   - Misaligns both horizontal and vertical series of numbers.
   - Uses his hand or fingers to keep his place on the page.
   - Uses other hand as "spacer" to control spacing and alignment on page.
   - Repeatedly confuses left-right directions.

   D. Visual Form Perception (Visual Comparison, Visual Imagery, Visualization)
   - Mistakes words with same or similar beginnings.
   - Fails to recognize same word in next sentence.
   - Reverses letters and/or words in writing and copying.
   - Confuses likenesses and minor differences.
   - Confuses same word in same sentence.
   - Repeatedly confuses similar beginnings and endings of words.
   - Fails to visualize what is read either silently or orally.
   - Whispers to self for reinforcement while reading silently.
   - Returns to "drawing with fingers" to decide likes and differences.

   E. Refractive Status (Nearsightedness, Farsightedness, Focus Problems, etc.)
   - Comprehension reduces as reading continued; loses interest too quickly.
   - Mispronounces similar words as continues reading.
   - Blinks excessively at desk tasks and/or reading; not elsewhere.
   - Holds book too closely; face too close to desk surface.
   - Avoids all possible near-centered tasks.
   - Complains of discomfort in tasks that demand visual interpretation.
   - Closes or covers one eye when reading or doing desk work.
   - Makes errors in copying from chalkboard to paper on desk.
   - Makes errors in copying from reference book to notebook.
   - Squints to see chalkboard, or requests to move nearer.
   - Rubs eyes during or after short periods of visual activity.
   - Fatigues easily; blinks to make chalkboard clear up after desk task.

RESOURCES

American Optometric Association, 243 N. Lindberg Blvd., St. Louis MO 63141.

College of Optometrists in Vision Development, P.O. Box 285, Chula Vista CA 92012.

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Prepared from information supplied by Doctors Marilyn Brenne Heinke and Robert M. Greenburg, Fellows, College of Optometrists in Vision Development

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SERVING THE LD STUDENT IN A VOCATIONAL EDUCATION CLASSROOM

What difficulties do learning disabled students face in a vocational education classroom?

They may have difficulty with academic tasks such as reading and writing. Following directions and understanding lectures could be hard for them. As a general rule, they forget more often than other students. They may learn how to sand wood one day, but not know how to do it the next day. In class, they may appear restless and not pay attention. Sometimes they will fail to focus on their task.

In *Puzzled About Educating Special Needs Students*, Lloyd Tindall describes a typical learning disabled student:

> We are in a vocational agriculture classroom in late March as the instructor explains how to prepare a cornplanter for spring planting. A cornplanter from one of the student's farms is in the shop awaiting preparation.
>
> The instructor asks the class to read a section of the cornplanter manual silently. Tom reads for about a minute and then starts bothering the student next to him. After being asked to continue reading, Tom reads for another 30 seconds and again bothers his neighboring classmates. The instructor asks the students to list the necessary tasks on paper. Tom has trouble listing the essential tasks. He cannot identify the essential tasks to be performed. His thinking appears to be disorganized. His handwriting is poor. Some of his letters are reversed: a 'b" replaces a "d". He has skipped words. We also observe that Tom is easily distracted by noises outside the classroom. He does not seem to have the ability to tune out even minor distractions.
>
> When dismissed to go to the shop to perform the tasks, Tom appears to be clumsy and awkward. He exhibits poor coordination, especially for a student in the 12th grade. After arriving in shop, Tom cannot remember his task. He is to grease all the zerks on the cornplanter. He does not remember where the grease gun is located or how to fill the grease gun . . . .

How can I teach them?

The most important thing about teaching learning disabled students is to locate their strong points. Find their learning style. Visual learners like to use their eyes and picture items in their mind. They tend to close their eyes or glance at the ceiling when they are trying to remember. Such students can be helped with visual aids such as pictures, flashcards, and charts. Movies, videotapes, and overhead projectors can be useful. Important points should be written on the blackboard. The students should be encouraged to visualize words and concepts in their minds.

Auditory learners tend to move their lips or whisper as they try to memorize. They can benefit from having classes taped, since the more they listen, the better they remember. They also absorb information by talking about their work and explaining it to others.

Tactile learners need to learn by doing. They can sometimes be seen counting items on their fingers or feeling the equipment. Hands-on experience should be provided to them as quickly as possible. When you can, let them touch the items you discuss in lectures. Let them build models or replicas, when possible. Work experience and simulated work experience will help them.

Most students will benefit if you organize your class so they can learn through listening, looking, and doing.

What are some of the accommodations made for learning disabled students in vocational education classes?

1. Some learning disabled students need extra time to practice on the equipment. They may need a lighter workload to have more time free for homework. If a student needs more individual instruction than others, consider hiring a teacher's aid, finding a volunteer in the community, or asking one of your better students to provide tutoring.

2. Think about the arrangement of students in your class. Some pupils learn best if they sit close to the teacher. For example, some students watch the teacher's lips and face as they talk. Hyperactive students might feel more secure seated by the door, so they can leave without disturbing others. Clumsy students may do better work on the outer edge of a group of students, so there is less likelihood of bumping into others. If they have trouble paying attention or are disruptive, they may need a private place to work: you may want to place them in a corner and put up a partition.

3. Some learning disabled students have difficulty writing. It may be hard for them to take notes or to copy from a blackboard due to visual-motor problems. They may want to tape the class, borrow another student's notes, or have another student copy notes for them using carbon paper. Oral reports can be substituted for written papers, and tests can be given orally.

4. If students have difficulty reading, the special education department of your school may be able to help them. Until their reading level is raised, they can be taught through lectures, demonstrations, or asking another student to read to them.

5. Students with language difficulty will be helped by being provided a list of new terms to be studied before class. They may need to learn how to listen. They may not understand the meanings of gestures or differences in tone of voice or speed of delivery. Explain these to them. Help them to separate vital points from unimportant ones.

6. An organized, well delivered lecture will help your entire class, especially your LD students. Speak slowly and clearly. Carefully pronounce new words and ask students to repeat them. Emphasize your main points. Encourage students to ask questions or ask the teacher to repeat if they do not understand.

7. Students having difficulty in math may need calculators.

8. Many LD people have difficulty thinking in a logical way and completing their thoughts. Just as they have difficulty paying attention to the outside world, they have difficulty following their own thoughts. How can you help them organize? Listen to them think aloud. For example, you can ask them to describe something they have just learned to do. Give them tasks that make them organize: Ask them to organize their notes, organize their work area, and/or even to plan something for the class.

What are the laws that involve mainstreaming learning disabled people in vocational education?

Section 504 of the Rehabilitation Act of 1973 specifically mentions learning disabled people. Programs which receive federal funds may not discriminate against learning disabled students in admissions or placement and must provide reasonable accommodations.

P.L. 94-142, The Education for All Handicapped Children Act, states that all handicapped children are entitled to a free appropriate education. Vocational education classes are clearly mentioned in this law. People with specific learning disabilities are included in the legislation.

The Vocational Education Act of 1976 (P.L. 94-482, Title II) says that 10% of all funds allocated to each state for vocational training must be spent on the cost of services, programs, and activities for handicapped people. School systems must apply to states for their share of the money.

Is it possible for learning disabled people to successfully complete vocational education classes?

Yes, many learning disabled people are intelligent, coordinated, and sociable. Each learning disabled person has unique strengths and weaknesses. People with learning disabilities can develop good study habits which make them good students. They must make an extra effort to overcome their handicap. This extra effort can make them valued employees.

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ERIC A Product of the ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive, Reston, Virginia 22091
1981

CAREERS IN SPECIAL EDUCATION

Fact Sheet

What is the future outlook for job opportunities in special education?

Recent developments involving the handicapped and gifted have broadened the career possibilities in special education and related services. Advances made in medical science have increased the life expectancy of children who are born with serious health impairments, mental retardation, or visual, hearing, or physical handicaps. The recent coalition of parent and advocate groups has helped establish the right of handicapped and gifted children to be educated and prepared for a contributing interaction with society. Court rulings and federal and state legislation have ordered that appropriate and equitable education programs be provided for all children and that colleges and universities train the needed personnel. The current trend toward deinstitutionalization has resulted in more disabled adults moving out of institutions and into the community with less restrictive environments.

The many improvements of technology, adaptive equipment, devices, and materials have made for more mobility and independence on the part of the handicapped. Many people who have learning problems or sensory impairments have proven themselves able to perform responsibly on the job and to get along amiably with fellow employees. Heightened awareness and greater sensitivity on the part of society toward the handicapped has resulted in more nonhandicapped people being willing to invest themselves in the field of special education.

What careers would allow me to work directly with exceptional children and adults?

The following careers or avocations provide direct contact with exceptional children or adults:

- Preschool, elementary, secondary, or postsecondary level teachers of physically, mentally, or emotionally handicapped or gifted and talented children.
- Teacher aides, classroom assistants, or paraprofessionals who help teachers implement the daily educational program.
- Physical therapists, occupational therapists, counselors, speech clinicians, school nurses, home visitors, social workers, and psychologists who diagnose or provide educational prescriptions in specific skill areas.
- Resource room teachers who work with learning or behavior problem children needing occasional help.
- Administrators and staff of public, private, and residential schools, hospitals, state institutions, day care centers, sheltered workshops, group homes, and community recreational facilities.

Are there careers in the field of special education where direct services are not part of the job?

There are other careers people may have which ultimately benefit the handicapped or gifted population, though they do not work directly with these children or adults. Such occupations would include the following:

- Teacher trainers in colleges and universities.
- Consultants to classroom teachers.
- Inservice directors.
- Parent counselors.
- Curriculum developers.
- Researchers—medical and educational.
- Authors, editors, and publishers of professional literature and instructional materials.
- Designers, producers, and manufacturers of such adaptive equipment as prosthetic devices, hearing aids, wheelchairs, hydraulic lifts, and braillers.
- Professional organization staff (e.g., The Council for Exceptional Children), parent organization staff (e.g., National Association of Retarded Citizens), and business enterprise (e.g., American Printing House for the Blind).
- State and federal agency staff members.

What careers are not in the field of special education yet help exceptional people?

A third group of people perform operations and tasks that are extremely important to special education even though only part of their life or career may be involved with the handicapped or gifted. Nevertheless, a knowledge of and commitment to various exceptionalities is a necessity. The following would be among those in this category:

- Congressmen and other legislators who work on legislation for the handicapped and gifted as well as other legislation.
- Employers who hire the handicapped as well as nonhandicapped individuals.
- Volunteers who give part time help in respite care services, as house parents in group homes, as deaf interpreters for news broadcasts, and as readers for the blind.
- Architects who design public buildings which make possible their use and accessibility by all types of handicapped people.

For further descriptions and certification requirements of professional careers in special education, state education agencies and national headquarters of professional organizations may be contacted.

How can I find out whether a career in special education is right for me?

- Test your interest by doing volunteer activities with exceptional children or adults.
- Talk with people who are doing the kind of work you think you may like to be trained for.
- Check with your state department of special education to determine the personnel needs of the state.
- Contact the national headquarters of professional organizations in your field of interest.
- Study college or university catalogs to find out what courses you would be required to take and what competencies you must acquire.

The following fact sheets list colleges and universities that offer professional training programs in special education. Programs are arranged by state. Prepayment (5 for $1.00) requested to CEC Information Services.

#1 CT, ME, MA, NH, RI, VT
#2 NJ, NY, PA
#3 DE, DC, MD, NC, VA, WV
#4 AL, FL, GA, PR, SC
#5 IN, KY, OH, TN
#6 IL, IA, MI, MN, WI
#7 LA, MS, TX
#8 AR, KS, MO, NE, OK
#9 AZ, CO, ID, MT, NV, NM, ND, SD, UT, WY
#10 AK, CA, GU, HI, OR, WA
#11 Gifted (All States)

For information on careers in specific areas of exceptionality, contact the following organizations:

Association for the Education
of the Visually Handicapped
919 Walnut
Fourth Floor
Philadelphia, Pennsylvania 19103

National Association for Mental Health, Inc.
1800 North Kent Street
Arlington, Virginia 22209

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

National Easter Seal Society
for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

National Association for Retarded Citizens
(NARC)
2709 Avenue E East
Arlington, Texas 76010

Association for Children
with Learning Disabilities
5225 Grace Street
Pittsburgh, Pennsylvania 15236

National Association of the Deaf
814 Thayer Ave.
Silver Spring, Maryland 20910

National Association for Gifted Children
217 Gregory Dr.
Hot Springs, Arkansas 71909

American Occupational Therapy Foundation
6000 Executive Blvd.
Rockville, Maryland 20852

American Physical Therapy Association
1156 Fifteenth St., N.W.
Washington, D.C. 20005

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1981

THE ARGUMENT FOR EARLY INTERVENTION

What is early intervention?

Early intervention usually means discovering problems and doing something about them before a child's development and learning are seriously, perhaps permanently, affected. Early help can prevent other deleterious conditions from developing and can lessen concomitant difficulties such as family upheaval or disordered emotional reactions of the child.

Learning specialists believe that skill development is related to both a state of readiness and an opportunity for learning a given skill. Timing of the intervention becomes particularly important when a child runs the risk of missing an opportunity to learn during a state of maximum readiness. If the "teachable moments" or readiness stages are not taken advantage of, a child may have difficulty learning a particular skill at a later time. Karnes and Lee (1978) noted that "only through early identification and appropriate programing can children develop their potential" (p. 1).

How much does early intervention cost?

Attempts to compare the cost of early special education services to both nonhandicapped and school-aged programs have been complicated by various factors, including age of population, amount of direct service time, amount of volunteer time available, building costs, and the individual needs associated with specific handicapping conditions. However, a recent report found that an average of several current program figures was about $2,200 per child per year. This figure does not necessarily reflect building costs. It compares to a national average per pupil expenditure for school-aged nonhandicapped children of $2,060 per year and for school-aged handicapped children of over $4,000 per year (Garland, Stone, Swanson, & Woodruff, 1980).

Is early intervention cost-effective?

Preschool programs have been shown to create savings from $9,000 to $10,000 per child for the cost of his or her education to age 18 (Garland et al., 1980). Through a sophisticated cost/benefit analysis of the High Scope Project, Weber, Foster, and Weikart (1978) found that the benefits of the preschool services provided by this project outweighed the costs by 236%.

Weber et al. (1978) reported that children who participated in the Ypsilanti Perry Preschool Project had a significantly reduced need for special services or grade retention later in their public school years. They reported three significant types of cost/benefit from the early intervention:

1. A substantial portion of the total costs of the preschool project were recovered from savings which resulted because students who had preschool education required less costly forms of education as they progressed through school than comparable students who did not have preschool—they required less special education and no institutionalized care.
2. Students who had preschool education had higher projected lifetime earnings than students who did not have preschool education. (The lifetime earnings projections were based on the students' educational progress in school, family background, and IQ scores.)
3. The value of a parent's time released as a result of the child attending preschool was considered an economic benefit. (p. ix)

In another report (Schweinhart & Weikart, 1980), longitudinal data on children who had participated in the Ypsilanti Perry Preschool Project showed that they had made significant gains by age 15. These children were more committed to schooling and were doing better in school than children who did not attend preschool. They scored higher on reading, arithmetic, and language achievement tests at all grade levels; had a 50% reduction in the need for special education services through the end of high school; and showed less antisocial or delinquent behavior outside of school. This study found that when schools invest about $3,000 for one year of preschool for a child, they immediately begin to recover their investment through savings in special education services. The benefits included $668 from the mother's released time while the child attended preschool; $3,353 saved by the public schools because children with preschool had fewer years in special education and were retained for fewer years in grades; and $10,798 in projected lifetime earnings for the child.

California Superintendent of Schools Wilson Riles stated that preschool education programs are cost effective because it is cheaper to nurture the needs of the young than to pay the cost of rehabilitation. He told the 1980 annual meeting of the National Association for the Education of Young Children that it costs $1,000 annually per child for preschool education in California, compared to $20,000 a year to keep delinquents in a state institution and $11,000 to house a prison inmate.

The Superintendent of Schools of the Madison Metropolitan School District stated that the District supports early intervention (a) because of the potential savings, since 50% of the children in the Madison program graduate to regular education or less costly programs than their previous special education programs; (b) because the impact is greater at younger ages when the children learn more; and (c) because their parents, who are taxpayers, need the services (Ritchie, 1979).

A third-party evaluation of the effectiveness of the federally supported Handicapped Children's Early Education Program (HCEEP) found that two-thirds of the graduates from the early intervention programs were enrolled in regular education classes (Stock, Newborg, & Wrek, 1976). Hayden (1977) found that 34% of preschool handicapped children who had been enrolled in model preschool programs from 1969 to 1976 subsequently attended regular classes and were doing well. In another follow-up special education study of preschool graduates, 65% were found to be making "normal progress" within the regular education setting (Karnes, Shwedel, & Lewis, 1980).

Recently, the cost of providing special education intervention at various age levels was calculated (Wood, 1980). The total cost per child to age 18 for four entry ages was: (a) intervention at birth—$37,273; (b) intervention at age 2—$37,600; (c) intervention at age 6—$46,816; and (d) intervention at age 6 with no eventual movement to regular education—$53,340. Thus, the cumulative cost is actually less the earlier the intervention begins.

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ERIC A Product of the ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive, Reston, Virginia 22091
1981

THE ARTS AND THE HANDICAPPED CHILD

Why provide arts programs for the handicapped?

Children's handicaps can limit their experiences and perceptions of the world. Arts experiences provide an opportunity for children to sort through the bulk of sensory information they receive and allow them to participate actively in their sensory environments. The philosophy of the National Committee, Arts for the Handicapped has stated:

> Creative arts experiences can be a powerful vehicle for providing beauty and joy to children burdened by physical, emotional, or mental handicapping conditions. Recent research indicates that increased achievement in sensory, psycho-motor, cognitive, and affective skills may be obtained through regular participation in arts activities.

What kinds of arts should be available to the handicapped child?

Given the opportunity, handicapped children can enjoy all of the performing and creative arts available to the nonhandicapped including dance, music, drama, poetry, photography, and pottery as well as painting, sculpturing, weaving, filmmaking, jewelry making, and other types of crafts. Opportunities for viewing as well as for participating in arts activities are important for individuals with disabilities.

Who should teach in arts programs for handicapped children?

The concept of educating handicapped children in the least restrictive environment should be incorporated into their participation in creative and performing arts. Artists and art educators must be sensitized to the fact that the needs of handicapped children are common to those of all children. With some training, most instructors can adapt their programs to meet the needs of individual children. Regular teachers, special education teachers, recreation workers, and parents should acquire basic skills in the arts in order to initiate and support children's artistic expression.

For information about training programs, special courses, and workshops, contact the National Committee, Arts for the Handicapped (see address on reverse side). NCAH is developing a statewide arts for the handicapped inservice training program in each state, with a statewide Very Special Arts Festival program as a major component.

What justification is there for including arts programs in an educational curriculum for handicapped children?

Part of Public Law 94-142, The Education for All Handicapped Children Act, stated, "Each state and educational agency shall take steps to insure that handicapped children have available to them the variety of programs and services available to nonhandicapped children including art, music, industrial arts, home economics, and vocational education" (Section 121a23, Regulations). The rules and regulations governing this Act go on to say that artistic and cultural programs, art, music, and dance therapy may be among the related services offered to handicapped children if they are required to assist the child in benefiting from special education (Section 121a13, Comment, Regulations).

What is being done to encourage artistic expression?

The National Committee, Arts for the Handicapped has launched a program of Very Special Arts Festivals at key sites throughout the nation. These festivals give handicapped people the opportunity to sing, to play an instrument, to

dance, to act, and to display their works of art. In some states the Very Special Arts Festivals are held in conjunction with the Special Olympics, thus providing an opportunity for handicapped people to share both their artistic and physical accomplishments. In addition, the Festivals include a national inservice training component for regular and special educators, arts educators and administrators, state education agency officials, and university personnel.

Are there any really good programs available as models?

Model arts programs which provide quality arts experiences for handicapped children and youth have been identified. These model sites programs are national resources providing technical assistance to other art educators, special education instructors, administrators, parents, cultural leaders, and program directors.

NCAH Model Sites Programs.

Arts in Education
Central Intermediate Unit #10
RR #1, Box 38
Philipsburg PA 16866

The Children's Museum, Boston
300 Congress Street
Boston MA 02210

Climb, Inc.
2100 Stevens Avenue South
Minneapolis MN 55404

Creative Growth Inc.
2647 East 14th Street
Oakland CA 94601

East Bay Center for the Performing Arts
339 11th Street
Richmond CA 94801

The Lab School of the Kingsbury Center
1809 Phelps Place, N.W.
Washington DC 20008

Model Secondary School for the Deaf
Gallaudet College
7th & Florida, N.E.
Washington DC 20002

Rainbow Company Children's Theatre
821 Las Vegas Blvd., North
Las Vegas NV 89101

Sara's Center
781 Middle Neck Road
Great Neck NY 11024

Where can handicapped children experience "great" art?

More and more museums are designing special programs for handicapped visitors. These include special wheelchairs equipped with rotating mirrors, braille captions of artifacts, teletypewriters to enable deaf persons to ask questions, captioned audio exhibits, and displays that can be handled. Some museums also offer classes for handicapped individuals. Museums with such special programs include the Boston Children's Museum, Boston, Massachusetts and the Junior Arts Center, Los Angeles, California. The Philadelphia Museum of Art also has a special course for visually handicapped adults.

RESOURCES

National Committee, Arts for the Handicapped
1825 Connecticut Ave., Ste. 418
Washington DC 20009

Education Facilities Laboratory
ARTS
Box 2040, Grand Central Station
New York NY 10017

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1981

RIGHTS OF THE HANDICAPPED

What are some of the major laws that guarantee rights to handicapped individuals?

Some of the major pieces of federal legislation that specify the rights of handicapped individuals are Section 504 Regulations of the Rehabilitation Act of 1973 (Public Law 93-112), the Education for All Handicapped Children Act of 1975 (Public Law 94-142), and the Developmental Disabilities Assistance and Bill of Rights Act of 1975 (Public Law 94-103).

How are people with handicaps protected against discriminatory practices?

In any program or activity which receives federal financial assistance, discrimination is prohibited in:

- Recruitment, advertising, and the processing of applications.
- Hiring, alterations in job status, and rehiring.
- Rates of pay and other forms of compensation.
- Job assignments and classifications, lines of progression, and seniority.
- Leaves of absence and sick leave.
- Fringe benefits.
- Selection and financial support for training, conferences, and other job related activities.
- Employer sponsored activities, including social or recreational programs. (§84.11 of Section 504.)

How are rights to access guaranteed?

No qualified handicapped person may be excluded from federally assisted programs or activities because the facilities are inaccessible. (§84.21 of Section 504.)

What educational rights are mandated?

A preschool, elementary, secondary, or adult education program receiving or benefiting from federal funds may not exclude a child from school on the basis of handicap. If placement in a regular educational setting cannot be achieved satisfactorily, adequate alternative services must be provided at no additional cost to the child's parents or guardian. (§84.31 of Section 504.)

A free appropriate public education must be provided to eligible handicapped persons.

Handicapped students must be educated with nonhandicapped persons to the maximum extent appropriate to the students' needs. Nonacademic services, such as meals, recess, and so forth, must also be provided in as integrated a setting as possible. (§84.33 of Section 504.)

Handicapped persons must have an equal opportunity to participate in nonacademic and extracurricular services, including counseling and athletic services, in the most integrated setting appropriate. (§84.37 of Section 504.)

Each handicapped child who is receiving or will receive special education must be provided with an individualized education program that will be revised at least annually. (Section 614 (a) (5) of Public Law 94-142.)

What rights exist regarding fair assessment practices?

Testing and evaluation materials must be selected and administered so as not to be racially or culturally discriminatory. No single procedure shall be used as the sole criteria for determining an appropriate educational program. Testing also has to be in the child's native language or mode of communication. (Section 615 (5) (c) of Public Law 94-142.)

Parents who do not feel that a fair assessment was made have the right to obtain an independent educational evaluation. (Section 615 (b) (1) (A) of Public Law 94-142 and §84.35 of Section 504.)

How are these rights protected?

Due process procedures for parents or guardians with respect to the identification, evaluation, and placement of a handicapped child who may need special services must include: notice, a right to inspect records, an impartial hearing and representation by counsel, and a review procedure. (§84.36 of Section 504.)

- Notice in writing must be given before the school system

takes (or recommends) any action that may change a child's educational program. Notice in writing is also required if a school refuses to take action to change a child's program.

- The right to see and examine all school records related to the identification, evaluation, and placement of a child is guaranteed. If certain records are inaccurate or misleading, parents have the right to ask that they be removed from the child's file. Once removed, they may not be used in planning for a child's placement.
- If parents do not agree with the school's course of action at any point along the way, they have the right to request an impartial due process hearing. This means that a hearing can be initiated to protest any decision related to identification, evaluation, or placement of a child.
- If parents disagree with the results of such a hearing, they have the right to appeal to the State Department of Education. If still unsatisfied, they have the right to private legal action. (Section 615 of Public Law 94-142.)

How are the rights protected for children whose parents or guardians are unknown?

Handicapped children who are wards of the state or whose parents are unknown or unavailable, have the right to the services of an individual who acts as a surrogate for the parents or guardians in order to protect the child's rights. (Section 615 (b) (1) (B) of Public Law 94-142.)

What special provisions apply to postsecondary education?

Qualified handicapped persons may not be denied admission or be subjected to discrimination in admission or recruitment to postsecondary education and vocational education programs and activities.

Following admission, qualified handicapped students shall not be excluded from, or subjected to discrimination under, any postsecondary education or extracurricular program or activity or any specific course of study.

Adjustments must be made in practices or rules that tend to discriminate against students with handicaps, that is, course substitutions, longer exam times, and so forth.

Discrimination is prohibited in physical education and athletics, counseling and placement services, and social organizations. (§84.42 - 84.47 of Section 504.)

What rights are provided to individuals with developmental disabilities?

The Developmental Disabilities Assistance and Bill of Rights Act of 1975 (Public Law 94-103) provides for the following specific rights:

- Right to treatment, services, and habilitation designed to maximize the developmental potential of the person and provided in a setting that is least restrictive of the person's personal liberty.
- Right to a nourishing, well balanced daily diet.
- Right to appropriate and sufficient medical and dental services.
- Right to be free from physical restraint unless absolutely necessary, and in no event as a punishment or as a substitute for a habilitation program.
- Right to be free from excessive use of chemical restraints and the use of chemical restraints as punishment or as a substitute for, or in an amount that interferes with, services, treatment, or habilitation.
- Right to receive close relatives as visitors at reasonable hours and without prior notice.
- Right to be free from fire, safety, health, and sanitation hazards in any facility providing services. (Section 111 of Public Law 94-103.)

A person with a developmental disability receiving treatment, services, or habilitation under this Act also has the right to have an individualized treatment plan designed specifically for them to insure appropriateness of treatment (Section 112 of Public Law 94-103.)

Note: Copies of federal laws may be requested from your U.S. Representative. Regulations are published in the *Federal Register*, available at most public libraries. Regulations for Section 504 of Public Law 93-112 are published in the Wednesday, May 4, 1977 edition. Regulations for Public Law 94-142 are published in the Tuesday, August 23, 1977 edition.

AGENCIES

The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091.
Publications: *P.L. 94-142 Implementing Procedural Safeguards—A Guide for Schools and Parents; Preparing for the IEP Meeting: A Workshop for Parents.*

The American Civil Liberties Union, 22 East Fortieth Street, New York NY 10016.
Publications: *The Rights of Mental Patients; The Rights of Mentally Retarded Persons; The Rights of Students.*

National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia MD 21044.
Publications: *The Rights of Parents; Parents' Rights Card.*

President's Committee on Mental Retardation, Seventh and D Streets, S.W., Washington DC 20201.
Publication: *Mental Retardation and the Law: A Report on the Status of Current Court Cases.*

Protection and Advocacy System for Developmental Disabilities, Inc., 175 Fifth Ave., Ste. 500, New York NY 10010. Hotline: 800/552-3962.

The Office of Advocacy, 330 C St., S.W., Room 3516, Washington DC 20201.

National Coalition for Parent Involvement in Education, 300 N. Washington St., Alexandria VA 22314.

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1981

EDUCATIONAL RIGHTS OF AMERICAN INDIAN AND ALASKA NATIVE HANDICAPPED CHILDREN

What special circumstances affect the education of Indian and Alaska Native handicapped children?

Historically, the special relationship between the federal government and the Indian tribes, as reflected in treaties, legislation, executive orders, and court rulings, has caused confusion among the states and federal agencies over their respective responsibilities for the education of Indian and Alaska Native children residing on reservations and in Alaska Native villages. More recently, the national policy of Indian self determination has encouraged Indian tribes and communities to operate their own educational programs. As a result of these practices and policies, Indian and Alaska Native children can be found attending public (state), Bureau of Indian Affairs (BIA), tribal or Indian community controlled, and cooperative schools.

The existence of these various types of schools has often blurred jurisdictional responsibilities. Rather than guaranteeing service availability, it has allowed children, particularly those in need of special services, to fall between the cracks. Under such conditions, Indian and Alaska Native handicapped children can be overlooked or be considered the responsibility of some other agency and, consequently, receive no educational or specialized services.

How many Indian and Alaska Native handicapped children are there?

Handicapped children are defined by Public Law 94-142 as mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who, by reason thereof, require special education and related services. Using this definition, the BIA has reported that approximately 4,500 students attending its schools have been identified as handicapped. In addition, there are about 800 students who have been referred to institutions or private facilities for the handicapped by BIA Social Services.

In general, it has been extremely difficult to determine the precise number of Indian and Alaska Native handicapped children in the United States due to the different types of school systems enrolling these children. However, of the approximately 330,000 Indian and Alaska Native children nationwide, the 1978 Civil Rights Survey of Elementary and Secondary Schools reported that there were 24,816 handicapped (i.e., mentally retarded, learning disabled, speech impaired, and seriously emotionally disturbed) children and youth participating in special education programs. In addition, 2,495 Indian and Alaska Native students were reported to be in classes for the gifted and talented.

What types of schools are Indian and Alaska Native children eligible to attend?

Approximately 72% of all children residing on reservations and in Alaska Native villages attend public schools, about 23% attend BIA schools, and 5% are in other schools. In many cases, more than one type of school can be found serving a single reservation or Alaska Native village.

While the Department of the Interior, through the BIA, annually operates approximately 190 day and boarding schools for eligible Indian students in 17 states, the BIA also contracts with Indian tribes and tribally recognized Indian groups who operate schools. In addition, the BIA can enter into agreements with a public school district for the operation of a cooperative school.

How are the educational rights of Indian and Alaska Native handicapped children protected?

Public Law 94-142 (the Education for All Handicapped Children Act of 1975) guarantees all handicapped children a free, appropriate public education as of September 1, 1978. It is the responsibility of the state and its local education agencies to accord Indian and Alaska Native handicapped children residing within the jurisdiction of a local education agency all the rights and protections afforded their non-Indian counterparts. This means the provision of special education and related services including nondiscriminatory evaluation, individualized education programs, and placement in the least restrictive environment. At the same time, P.L. 94-142 also gives attention to Indian handicapped children on reservations or in Alaska Native villages served by elementary and secondary schools operated by the BIA. In keeping with legislative intent, the Secretary of the Interior must assure the provision of a free, appropriate education to all handicapped children served by BIA schools.

Public Law 93-112 (Section 504 of the Rehabilitation Act of 1973) prohibits discrimination against handicapped children in programs and activities receiving federal financial assistance. With respect to preschool, elementary, and secondary

education programs and activities, the regulations that accompany Section 504 in almost all respects conform to the requirements of Public Law 94-142. Since almost all public as well as tribal and Indian community controlled schools on and near Indian reservations receive financial assistance through such federal programs as the Indian Education Act of 1972, Impact Aid (P.L. 874), and Titles I and VII of the Elementary and Secondary School Act. Thus, Indian and Alaska Native handicapped children are further assured a free, appropriate education even if they reside in a state that chooses not to participate under Public Law 94-142.

The Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 expanded Section 504 of Public Law 93-112 to include programs and activities conducted by federal agencies such as the Department of the Interior. Agencies are further required to adopt regulations to end discrimination in their programs and activities. In the case of the Department of the Interior, this would require the development and adoption of regulations for BIA operated and contracted preschool, elementary, and secondary programs that guarantee the provision of appropriate special education services.

How are the rights of Indian and Alaska Native handicapped children protected when served by tribal and Indian community organizations?

The Indian Self-Determination and Educational Assistance Act (Public Law 93-638), as well as earlier policies, permits the BIA to contract with tribes and Indian community organizations for the operation of preschool, elementary, and secondary school programs. According to past BIA annual program plans, these contract schools also are to comply with the requirements of Public Law 94-142.

The Office of Indian Education, US Office of Education, also provides funds to tribal and Indian community organizations for delivering educational services to preschool and school age children. Because some of these Indian community schools do not receive funds from either BIA or the state, there is some question regarding their compliance with BIA or state standards. However, since they receive federal financial assistance, they must comply with the requirements of Section 504.

The Administration for Children, Youth and Families, Indian and Migrant Programs Division, funds more than 90 tribes and Indian groups to operate Head Start programs which presently serve approximately 13,000 Indian and Alaska Native children age 3 through the age of compulsory school attendance. Head Start standards require that at least 10% of the enrollment opportunities in each local Head Start program consist of children professionally diagnosed as handicapped. Moreover, Section 504 prohibits the outright exclusion of a handicapped child meeting the eligibility requirements of a preschool program supported with federal funds such as Head Start.

Who is responsible for serving Indian and Alaska Native handicapped children on reservations or in Alaska Native villages?

Public local and intermediate educational agencies are responsible for identifying, evaluating, and providing special education and related services to all handicapped children residing within their boundaries. This responsibility also applies in instances where such local school districts have boundaries that encompass all or part of an Indian reservation or Alaska Native village. In the event that BIA operated or contracted schools exist within the service area of a public school system, handicapped students enrolled in these schools are guaranteed the same rights as students attending the local public school.

Problems arise when more than one type of school exists in the same geographic area. In many areas, confusion exists over who is responsible to identify out of school children who may be handicapped and in need of special education services. To overcome this difficulty, some states and BIA administrative offices have developed cooperative agreements regarding their respective responsibilities.

RESOURCES

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WHERE TO OBTAIN MORE INFORMATION

Bureau of Indian Affairs
Advisory Committee for Exceptional Children
Division of Exceptional Education
Office of Indian Education Programs
18th and C Streets
Washington DC 20240

Office of Special Education
U.S. Department of Education
Donohoe Building
400 Maryland Avenue, S.W.
Washington, DC 20202

Indian and Migrant Program Division
Head Start Bureau
Administration for Children, Youth and Families
P.O. Box 1182
Washington DC 20013

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1981

PROCEDURAL SAFEGUARDS

What guarantee of procedural safeguards including due process is there for handicapped children?
Public Law 94-142 requires any state, intermediate, or local education agency that wants to be eligible to receive federal funds for the education of handicapped children must provide procedures to assure that handicapped children and their parents or guardians are guaranteed procedural safeguards with respect to identification, evaluation, and educational placement or the provision of a free appropriate public education.

What are the procedural safeguards guaranteed to parents or guardians by Public Law 94-142?
Public Law 94-142 offers the following guarantees to parents and guardians:

- Written notification and consent before evaluation. In addition, the right to an interpreter/translator if the family's native language is not English (unless it is clearly not feasible to do so).
- Written notification and consent when initiating or refusing to initiate a change in educational placement.
- Opportunity to present complaints regarding the identification, evaluation, placement, or the provision of a free appropriate education.
- Opportunity to obtain an independent educational evaluation of the child.
- Access to all relevant records.
- Opportunity for an impartial due process hearing including the right to: (a) receive timely and specific notice of the hearing; (b) be accompanied and advised by counsel and/or individuals with special knowledge or training in the problems of handicapped children; (c) confront, cross examine, and compel the attendance of witnesses; (d) present evidence; (e) obtain a written or electronic verbatim record of the hearing and written findings of fact and decisions; (f) have the child present; (g) open the hearing to the public; (h) prohibit any evidence that hadn't been disclosed at least 5 days before the hearing.
- The right to appeal the findings and decision of the hearing.

Under what conditions can a surrogate parent be appointed for a child?
According to the law, assignment of a surrogate parent for children occurs when the child's parent or guardian is not known, the child's parents are unavailable, or the child is a ward of the state.

What is the purpose of a surrogate parent?
The surrogate parent represents the child as a parent in all matters pertaining to the identification, evaluation, placement, and the provision of a free appropriate public education.

What situations could require the convening of an impartial due process hearing?
If a child is being considered for evaluation and permission is not granted by the parents, the education agency may request a hearing to present its reasons for wanting to conduct the evaluation.

If there is a disagreement about the recommended individualized education program (including placement) or change in the program of a child, the parent or the local education agency may request a hearing.

If there is any disagreement with respect to any matter relating to the identification, evaluation, or educational placement of a child or the provision of a free appropriate public education, such complaints may be reviewed at an impartial due process hearing.

What guarantee is there that the hearing will be impartial?
The law states that employees of local or state education agencies involved in the education or care of a specific child may not act as hearing officers for that case. The intent of this safeguard is to eliminate any bias that may be brought to the hearing by someone already involved in the matter.

What happens if one of the parties is not satisfied with the outcome of the local or intermediate education agency hearing?

An appeal may be made to the state education agency which shall conduct an impartial review of the hearing and render an independent decision. If the problem cannot be resolved to everyone's satisfaction by the review, either party has the right to bring civil action with respect to the complaint.

What happens to the child while proceedings are pending?

If the education agency and the parent agree on a temporary placement, the child will be placed. If an agreement cannot be reached then the child will remain in the same setting as before the action began.

If the case involves a child who is entering public school for the first time then the child shall be temporarily placed in a public school program, with the consent of the parent or guardian, until all proceedings have been completed.

RESOURCES

A CEC training institute is available on due process. For additional information write CEC, Department of Field Services or call our toll free number (800) 336-3728. Virginia residents, please call collect (703) 620-3660.

The due process panel and *The due process hearing*. A part of *The Law and Handicapped Children in School Series*, 30 min. color ¾" videotapes. Indiana University, Audio-Visual Center, Bloomington IN 47401. ($160.00; rental, $15.75 each. Order No. EVU-1712.)

Exploring issues in the implementation of P.L. 94-142. Due process: Developing criteria for the evaluation of due process procedural safeguards provision. Research for Better Schools, Inc., 444 North Third St., Philadelphia PA 19123. ($15 per set of 4 volumes, $4.00 per volume, prepaid.)

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INDIVIDUALIZED EDUCATION PROGRAM

What is an IEP?

The Individualized Education Program (IEP) is a management tool, not an instructional plan. It is the link between a handicapped child and the type of special education he or she requires. The concept of an individually written program for each child is far from new; competent teachers have been doing it for years. What is new is the fact that it is required by federal law (P.L. 94-142, The Education for All Handicapped Children Act). It must be written, and the child's parents must agree to the program.

What are the components of an individualized education program?

According to Public Law 94-142, an IEP must:

- Be written.
- Describe the child's present levels of educational performance.
- State annual goals.
- State short term instructional objectives.
- Describe specific special educational and related services to be provided.
- Determine the extent of the child's ability to participate in regular educational programs.
- Determine the starting date of the child's program and services.
- Anticipate the duration of the services.
- Select appropriate objective criteria and evaluation procedures to determine whether instructional objectives are being achieved.
- Determine the schedule for evaluating progress, at least annually.

Who determines what will be included in an individualized education program?

Public Law 94-142 requires that a qualified representative of the education agency that has the authority to deliver the agreed upon services, the teacher(s), the parent or guardian, and, whenever appropriate, the child meet to develop the IEP.

An IEP is basically an agreement between (a) a consumer (who is the student) and his or her parents or guardians and (b) the supplier (which is the local, intermediate, or state education agency). In developing an IEP, the supplier and consumer should explore together the needs of the child, ways those needs can be met, and which educational needs have the highest priority. Thus, an appropriate education is individually designed for each handicapped child by providing special education and related services required to meet those needs.

The following questions and answers are based on material from *A Primer on Individualized Education Programs for Handicapped Children*, (Torres, 1977).

What information would be helpful in writing an individualized education program?

Since each program is written for a particular child, it is important to have appropriate assessment data available that indicate the child's present level(s) of performance. Areas of assessment would include intellectual and social development, and physical capabilities such as the use of legs, arms, eyes, ears, and speech. The child's age, grade, and degree of learning to date must be

considered when setting goals. Equally important are the child's strengths and weaknesses. These would include such things as general health factors, special talents, best mode of learning, and sensory and perceptual functioning.

Information can come from tests given by psychologists, educational diagnosticians, teachers, or others who have worked with the child, or it can come from teacher or parent observations.

How can priorities be set?

By looking at the child's present level of functioning, parents and teachers can begin to see critical areas needing attention. These areas can be pinpointed by having parents, teachers, and the child, if possible, state what they think is most important. These become the high priority learning items. Other areas where weaknesses exist can then be identified.

As the IEP is developed, placement needs become apparent. There must be some correspondence between the number and level of the annual goals set and the amount of time available for instruction. Planners need to consider whether goals can be met within the regular program with consultation for the teacher, with a few hours a week of supplementary instruction, or with more hours of direct instruction by a specialist.

How are annual goals and short term objectives determined?

Annual goals can only be the group's best estimate of what the child will be able to do within one year. If goals are accomplished sooner than anticipated, additional goals will be set. There must be a relationship between the annual goals set and the child's present level of performance. The support needed to achieve the annual goals must be documented and the person(s) responsible for such support should be listed.

While the annual goals for each child are established by the planners, themselves, the short term objectives can be obtained from a variety of published sources. A curriculum guide can often be the best tool to use when pinpointing behaviors and sequencing short term objectives.

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1981

CHILDREN ON MEDICATION

Since the passage of Public Law 94-142, The Education for All Handicapped Children Act of 1975, increasing numbers of children with special needs are being educated in public school settings. Many of these children take medication routinely for chronic illness, convulsive disorders, and behavior disorders. Therefore, more demands are being made on school personnel to dispense prescribed medication. In establishing guidelines, school personnel should consider the child's feelings about taking medication. If the way in which drugs are administered embarrasses the child, far more harm than good may result. When appropriate and with physician's approval, independence through self medication should be encouraged.

What procedures should be followed when administering medication to children at school?
The following policy statement, based on one published originally by The Council for Exceptional Children in the January 1977 issue of *Exceptional Children,* states: Each educational agency shall establish written policies concerning the administration of prescribed medication by school personnel during school hours. Such policies shall specify the following:

- *Administration of Medication Form:* A completed form shall be on file for each child requiring medication which includes:
  - A copy of the prescription and recommended dosage.
  - Physician's requirements specifying frequency and method of administration.
  - Description of anticipated therapeutic response to the medication.
  - Description of possible side effects.
  - Physician's signature.
  - Parental signature approving the administration of the medication.
- *Storage of Medication:* Each educational agency shall designate in writing specific locked and limited access spaces within each building to house student medication.
  - In each building that houses a full time registered nurse, medication shall be locked in the designated nurse's office.
  - In each building that houses a less than full time registered nurse, medication shall be locked in the building administrator's office.
- *Professional Rights and Responsibilities:* In order to protect the health of the child and the rights of the professionals, guidelines for administration of medication shall be developed which consider at least the following:
  - The school principal has on file in the pupil's student record the properly completed "Administration of Medication" form.
  - The professional has a copy of the "Administration of Medication" form available for immediate reference.
  - The "Administration of Medication" form must be completed and filed each school year and whenever the prescription is changed by the physician.
  - The professional should be forewarned in writing that the professional may be held negligent and personally liable to court action if a mistake is made by the professional in administering the medication.
  - The professional has the right to refuse to administer medication when the procedures described above have not been completed.

Which drugs are used most commonly to control convulsive disorders?
Seizures may be treated with antiepileptic drugs. The most commonly used antiepileptic drugs are phenobarbital and Dilantin. Other frequently prescribed drugs used in the management of convulsive disorders are: Mysoline, Tegretol, Diamox, Zarontin, Clonopin, Valium, Mebaral, and Celontin.

What are psychotropic drugs?
Psychotropic drugs are those medications prescribed to control mood, thought processes, and behavior. Psychostimulants, major tranquilizers, minor tranquilizers, antidepressants, hypnotics,

and sedatives are categories of psychotropic drugs. Many of these drugs also have anticonvulsant properties, while a number of anticonvulsant drugs may have pronounced effects on behavior.

What do central nervous system stimulants such as Ritalin do?

Children treated with Ritalin or other stimulants should remain on task longer, be more attentive, and be more responsive to positive reinforcement. Other specific benefits to be expected from stimulant treatment include less impulsive, distractible, or hyperactive behavior and fewer responses to nonrelevant stimuli.

What alternatives are there to pharmacological treatment for hyperactivity and learning disorders?

Experimentation has been conducted using orthomolecular and megavitamin therapy, diet control (additive and salicycate free diets, hypoallergenic diets, hypoglycemic diets), mineral therapy, and coffee and caffeine. Thus far, results are inconclusive. Researchers have established the effectiveness of applied behavioral analysis techniques in the management of hyperactivity and the value of specific skills teaching, task analysis, and mastery teaching in the remediation of learning disorders.

Is monitoring the effects of medication important?

The followup phase of drug treatment should include evaluations of any changes in the child's academic achievement and learning ability. If the child's response to medication is not monitored adequately, the medication could end up producing little therapeutic benefit such as a slight reduction in the severity of behavior problems but no effect on learning problems and achievement. An alternative therapy should be substituted if satisfactory progress has not been effected by a specific pharmacological treatment.

Community Resources

- Local pharmacists.
- Local county medical society.
- State medical schools.
- Pediatric outpatient clinics.
- Local public health departments.
- Special foundations for specific medical conditions.

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1981

PARENTS' RIGHTS AND RESPONSIBILITIES

What are my responsibilities as a parent in the process of obtaining a public education for my handicapped child?

Parents often feel that the responsibility for the education of their child rests entirely with the public school system. In fact, many parents consider the school personnel to be experts and therefore to know what is best for their child. While this may be the case for certain aspects of the child's program, as a parent you have the responsibility to be an advocate for your child. Do not be intimidated by thinking that school personnel are experts. You, too, are an expert when it comes to the needs of your child.

Federal and state laws make it mandatory for you as a parent to be included as part of the team that makes educational decisions for your handicapped child. It is your responsibility to work on that team to develop an appropriate educational program for your child. It is helpful to remember that everyone on the team is working together for the same purpose—to provide for your child's educational needs. In accepting this responsibility, some of the following suggestions may be helpful:

- Maintain a cooperative attitude. Working together in a team effort will only serve to benefit your child.
- Learn as much as you can about your rights and the rights of your child.
- Ask questions. Since educational and medical terms can be confusing, it is perfectly acceptable to question what is being said about your child.
- Express your concerns about your child's education. School personnel will welcome your observations and suggestions.
- Join a parent organization. It is often helpful to know that other parents are going through similar experiences. The opportunity to share knowledge and experiences can be invaluable. Many times parents find that as a group they have the power to bring about needed changes. A parent group can be an effective force on behalf of your child.

What are my rights in obtaining a public education for my handicapped child?

To be an effective advocate for your child, it is most important to know and understand your rights. Public Law 94-142, the Education for All Handicapped Children Act of 1975, calls for parent involvement in the process of making educational decisions for handicapped children. Some of your rights during this process include:

- The right to request that your child be evaluated if you feel that he or she is in need of special education.
- The right to have an independent evaluation done if you disagree with the outcome of the school evaluation.
- The right to request an impartial due process hearing if your disagreement over the evaluation cannot be resolved informally.
- The right to participate in the development of your child's individualized education program (IEP). Remember, you know important information about your child that no one else does. Ask questions and give your input at the IEP meeting. You can make a difference.
- The right to request an impartial due process hearing if you disagree with what is offered as your child's IEP.
- The right to appeal the decision of the hearing officer if you disagree with that decision.
- The right to take your grievances to a court of law.
- The right to be fully informed by the school whenever they seek your consent for testing, placement, etc.
- The opportunity to examine your child's education records.

In addition, you should know that:

- A child cannot receive special education and related services nor be placed in a special education class without an IEP that you help develop.
- The placement of a handicapped child cannot be changed without a new IEP.

- If a hearing is requested to determine a child's placement, the child must remain in his or her current placement until the decision has been made.
- Transportation should be included in your child's IEP as a related service.
- The IEP is not intended to cover all of the needs of a handicapped child—only the educational needs.

Many other rights are included under Public Law 94-142. Learn your rights in order to insure that your child receives an appropriate public education.

As the parent of a handicapped child what should I do to prepare for working with the public school system?

As you begin the process of obtaining a public education for your handicapped child, you will find it necessary to work with many different school personnel. The following suggestions may make it easier and faster to obtain the desired educational services:

- Make all requests in writing.
- Keep copies of all correspondence you send and receive.
- Keep a diary of names and dates of telephone conversations, letters, and appointments.
- Request copies of all reports on your child for your files.
- Ask as many questions as it takes to understand what is being said about your child and keep notes for future reference.
- Explain your concerns about your child. Remember that you know your child better than anyone else. Your comments will be helpful.
- Keep an open mind. When there is a spirit of cooperation between you and the school, you will find that the results come much faster. Try to understand all viewpoints before making a decision.

Where can I turn for help and further information?

To insure that you are well informed of your rights, you should obtain a copy of Public Law 94-142 from your congressional representative. You may also find it helpful to obtain a copy of your state's current special education laws and regulations from the special education division of the state department of education. Your school principal or special education administrator will be able to inform you of local school policies as well as your rights under the law. Joining a local parent organization can provide you with needed support. In addition, the parent group may know of other local resources. Information about local parent organizations can be obtained from Closer Look, The National Information Center for the Handicapped, P.O. Box 1492, Washington, DC 20013.

For answers to specific questions about the educational rights of your handicapped child, contact The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

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AGENCIES

Closer Look
1201 16th St., N.W., Ste. 607B
Washington DC 20005

National Committee for Citizens in Education
Suite 410, Wilde Lake Village Green
Columbia MD 21044

National Coalition for Parent Involvement in Education
300 North Washington St.
Alexandria VA 22314

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1981

PARENTS OF HANDICAPPED CHILDREN

What are some of the problems facing parents of handicapped children?

Parents confronted with the challenge of raising a handicapped child are inevitably overwhelmed by questions. What is the best thing to do—right now? Should parents try to find a preschool program? Are there good elementary programs in the area that will make the most of the child's abilities? If not, what should parents do? A young child spends so much time at home—can parents help him during these valuable hours? How? Will raising a handicapped child put too great a strain on the marriage? How will other brothers and sisters react? Where can parents turn for support, answers to pressing questions, and direction to services that are truly responsive to a child's needs?

Many parents searching for help talk of "hitting a stone wall." All too often, parents are given a diagnosis (sometimes in medical terms they barely understand) and have no idea at all what to do next. The need for information is an enormous one especially the kind of information that encompasses the widest possible range, that is related to a child's own special problems, and that is based on identification with the experiences of the parents.

Parents need to know not only about the educational and medical or therapeutic programs but also about opportunities for recreation for their children and respite for themselves. They need to know about new ideas and hopeful developments in action for the handicapped and who their friends and allies are in the community. They need "how to" information: how to stimulate a young child's development, how to work with teachers and other professionals in bringing out their child's potential, how to act effectively to bring about new programs when services are inadequate or nonexistent.

Getting this kind of information can make a crucial difference to handicapped children and their families. But it is no easy task.

How do parents find the services their child needs?

Frequently, it is necessary to consult several sources to find out what services are available. It is unlikely that the child's physician or the child's teacher is aware of *all* the services that are available. Members of local parent organizations are often experts on hard to find local services. Information and referral services are provided by local government and social service agencies (look in the telephone book under city or county government and consult the yellow pages under "Social Service Organizations"). Organizations such as Health and Welfare Councils, United Way, and Easter Seal Societies may also prove helpful. Also, Closer Look, the National Information Center for the Handicapped, is organized to link parents with sources of help that exist in their own communities.

What are the rights and responsibilities of parents with respect to their child's education?

A school system can seem very formidable to a parent who first takes a handicapped child in hand and goes to find out what is available. It is important for parents to know the steps to take to obtain services and the staff that have the responsibility for providing those services. Parents have a vitally important role in school conferences on evaluation and placement and in followup procedures that ensure programs are effective. This role, now acknowledged by law, means that parents must have increased familiarity with tests and diagnostic procedures as well as confidence in working with various members of the school team. There are trained advocates in a growing number of communities who can give parents the help they need in these situations. It is a big help, too, to learn basic diagnostic information since this will strengthen the parent as a monitor of their child's school placement.

For years, parents went begging for educational services for their handicapped children. Now,

state and federal laws have made it clear that education is *every* child's right. Legislation passed by Congress in 1975, The Education for All Handicapped Children Act, requires that education be provided to all handicapped children no matter how severe their disabilities may be. Some states call for programs to start at birth recognizing the remarkable progress that can take place when learning starts as early as possible.

Implementation of this law is going to require a concerted action by all concerned citizens. More than ever before, parents must learn to practice the art of practical politics—to make sure that laws are backed by necessary funding. Coalitions have emerged in many parts of the country, uniting parent groups in their efforts to gain full public support for equal educational opportunities for handicapped children.

Why should parents join a parent group?

Parent groups have been a significant force at the national, state, and local levels in obtaining needed services and ensuring the rights of the handicapped to such things as an equal education. From the point of view of the individual parent, the greatest value of parent groups is probably the unique kind of understanding and support they can give. It helps to know that one is not alone and to have the advice and encouragement of others who have been through similar difficulties. National, state, and local groups exist for most of the specific handicaps.

The world that parents of handicapped children are living in is changing dramatically. Parents are seen more and more as equal partners with professionals in planning educational programs and helping to carry them out. There is more hope than ever that handicapped children will not be stigmatized by being "different," but will be accepted and respected individuals in the community.

The greater the awareness parents have of their role, the more power they will have to push open doors that are still closed, change rigid and antiquated attitudes, and see their children grow to an adulthood that holds independence and the greatest possible fulfillment.

Checklist for Action

- Find out from other parents which professionals have been most helpful.
- Join a parent group to obtain personal support and information as well as to increase the group's strength to promote better services.
- Keep a record of observations and all correspondence with professionals and schools.
- Know what rights are guaranteed by law and persist in obtaining an educational program and related services that are appropriate.
- Recognize that feelings of despair, fatigue, and guilt are common to all parents, especially parents of handicapped children. Get the emotional support needed from other parents or professional counselors.

RESOURCES

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

American Coalition of Citizens with Disabilities
1346 Connecticut Avenue, N.W. #817
Washington, D.C. 20036

Association for Children with Learning Disabilities
4156 Library Rd.
Pittsburgh, Pennsylvania 15234

Closer Look
National Information Center for the Handicapped
P.O. Box 1492
Washington, D.C. 20013

Epilepsy Foundation of America
1828 L Street, N.W.
Washington, D.C. 20036

International Association of Parents of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

National Association for Mental Health
1800 North Kent Street
Rosslyn, Virginia 22209

National Association for Parents of the Visually Impaired
2011 Hardy Circle
Austin, Texas 78757

National Association for Retarded Citizens
2709 Avenue E East
Arlington, Texas 76010

National Association of the Physically Handicapped
76 Elm Street
London, Ohio 43140

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

United Cerebral Palsy Association
66 East 34th Street
New York, New York 10016

ERIC A Product of the ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive, Reston, Virginia 22091
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